YOUR FUTURE NOW

A TRANSITION PLANNING & RESOURCE GUIDE

FOR YOUTH WITH SPECIAL NEEDS
& THEIR FAMILIES

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TABLE OF CONTENTS

Introduction: Your Future	2
Your Transition: A Partnership	3
Six Steps To A Successful Transition Plan: Getting Started	6
Step 1: Build Your Transition Planning Team	6
Step 2: Gather Information	9
Step 3: Develop Your Transition Plan	15
Step 4: Put Your Transition Plan Into Action	17
Step 5: Update Your Transition Plan	18
Step 6: Hold An Exit Meeting	18
Moving Towards Success	19
Your Transition Planning Workbook	20
Worksheet 1: Building Your Transition Team	20
Worksheet 2: Your Profile	22
Worksheet 3: Your Family Profile	25
Worksheet 4: Setting Your Goals	26
Worksheet 5: Your Progress	29
Worksheet 6: Your Checklist	31
Sample Transition Plans	35
Sample 1: Alex	36
Sample 2: Sandeep	41
Resource Guide	47
Enquiry B.C.	48
References	70
Feedback	

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INTRODUCTION

Your Transition to Adulthood

Moving into adulthood is both exciting and challenging for many youth. As you explore new opportunities, places and relationships you will be in ***transition***, meaning you will experience changes in your life and be adjusting to being an adult. You and your family will need to make many decisions about your future, including choices about where you are going to live, what kind of job you will have and what you will do with your free time.

Decisions about your future can be tough to make but planning ahead will help. The transition planning process can begin when you are as young as 14 years of age. Starting early allows time to create a Transition Plan that will help you face the challenges of becoming an adult and make your dreams come true.

Your Future Now was designed as a companion to *Transition Planning for Youth with Special Needs: A Community Support Guide* (MCFD, 2005), which provides community partners, such as school personnel, social workers, and community members, with useful information and practical tips for supporting successful transition planning for youth with special needs. A youth with special needs is defined as a person who needs extra support to fully participate at home, in school, or in the community.

YOUR TRANSITION

What is Transition Planning?

Transition planning involves looking ahead and planning for your future. While you are still in school you can prepare for the opportunities and experiences of being an adult.

Transition planning involves you, your family, your local service providers, school personnel and government staff who support youth transitioning to adulthood.

When you build your plan, you will list your goals and dreams. Then you will decide how you will reach them. Developing a Transition Plan can be fun and exciting but it also requires many meetings with your team. Your partnership with your team will help you get ready for the challenges and privileges of being an adult and make your transition a success.

Why is Transition Planning Important?

Transition planning can help you find a job, find a place to live, get involved in your community, and possibly continue your education. Transition planning gives you a chance to review your accomplishments and create a vision for your future. As you prepare to leave high school, your Transition Plan will guide you and help you be successful in your life as an adult.

Why Should I be Involved in Transition Planning?

You know yourself better than anyone else – including your friends and family members. If you are at the centre of the transition planning process, you can make sure your Transition Plan reflects who you are and what you want to achieve in your life.

This approach is called ***person-centered planning*** because it places you in a respected leadership position. Person-centered planning encourages you and your family to actively participate in planning for your future. Your involvement in building your Transition Plan will make your plan a success and may also help you learn valuable skills, such as how to advocate for yourself and direct your life.

In British Columbia, the school system supports youth involvement in future life planning. School graduation requirements include the successful completion of the *Grade 10 Planning* course and a *Graduation Portfolio*. These requirements help students plan for their future education and careers. They also introduce financial planning skills and decision-making skills for making informed choices on issues such as health.

In addition, *Individualized Education Plans* (IEPs) are required for all students identified as having a special need. In many cases your IEP may be used as your Transition Plan. This means you can use your IEP and your *Graduation Portfolio* to assist in planning for your transition to adult life.

A ***Transition Planning Workbook*** with sample Transition Plans and a Transition Plan template are included in the back of this guide (pages 20-46) to help you shape your goals and develop your own unique plan. You can use the planning workbook to assist you and your family in preparing for your transition to adult life.

The ***Resource Guide***, starting on page 47 of this booklet, will give you more information on housing, funding supports and recreation.

The next step is to start putting your Transition Plan together!

SIX STEPS TO A SUCCESSFUL TRANSITION PLAN

Here are six steps to help you develop a successful Transition Plan. This plan will guide your transition to adult life.

Your plan will be unique to you. Actively participating in the discussions and decisions will make sure that it reflects who you are and what you want for your future. This also means you are responsible for completing the steps and achieving the goals you've set in your Transition Plan.

1 STEP 1: Build Your Transition Planning Team

Building your transition planning team is the first step in achieving your future dreams. People who can support you in setting your goals and planning for your future may include your parent(s) or guardian(s), other members of your family, teachers, school support staff, social workers and your friends. Sharing your goals, hopes, and needs with these people is essential to the success of your plan.

Your team will help you develop goals, identify problems, create solutions and establish links with agency and community resources. You and your family are responsible to pick the most appropriate people to be on your transition planning team. Remember you can include friends, classmates and extended family.

Who is part of my planning team?

Your planning team should consist of a minimum of two members and it is suggested that there be no more than eight members. Any more than eight members can make the group overwhelming for some youth and their families.

Some key participants in planning for your future may include:

- You
- Your family
- School personnel
- Social workers
- Service agencies for adults
- Current service providers
- Community members
- Your friends

You can answer the questions below to help you decide who the best members for your planning team are and what roles they can play (Wehman, 2001):

- Who knows me the best?
- Who do I trust and feel comfortable around?
- Who do I go to for advice and support?
- Who would I like to help me with my transition from school to adulthood?
- How can these people best help me?

What do my team members do?

Assigning roles and responsibilities to your team members is an important part of making your team successful.

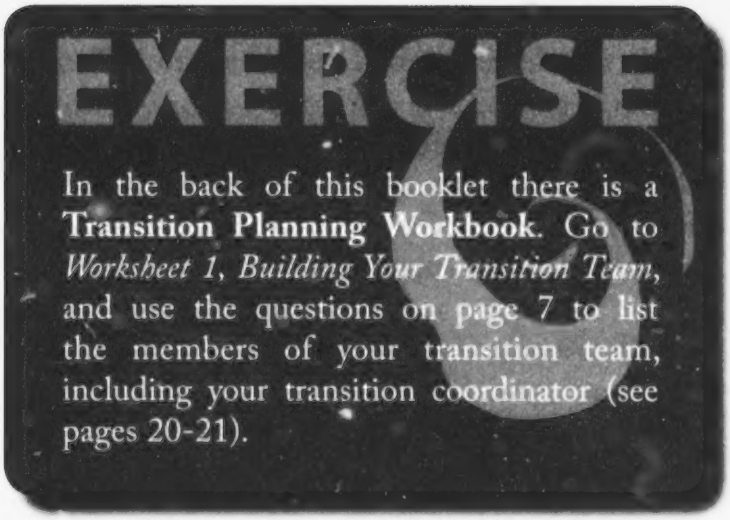
You play a key role on the team and you are responsible for sharing your interests and goals with the team, asking questions of them and working towards your goals.

School personnel and other community members (example: social workers, therapists) can assist you in planning for your transition. They can give you feedback on your school and work performance. They can also tell you about possible training opportunities and other resources that may interest you. Contact your local school or school district to find out who can best help you with your Transition Plan.

You and your team will want to choose one person who will act as your ***transition coordinator***. This role can be filled by a variety of individuals, including you or your parent or guardian. The transition coordinator will organize meetings, manage the paper work (example: collect assessment reports, record your Transition Plan) and monitor the progress of your Transition Plan.

If you are preparing a Transition Plan using the IEP process at school, a school-based employee usually takes on the role of transition coordinator. Remember, you and your family are still encouraged to actively participate throughout the planning process.

You may also choose to develop a Transition Plan outside of school. In this case you, a member of your family or another member of your transition team can act as the transition coordinator.

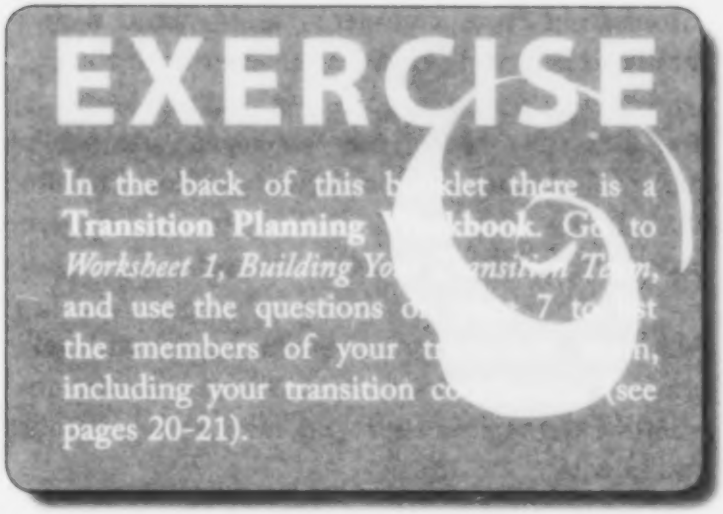

EXERCISE
In the back of this booklet there is a **Transition Planning Workbook**. Go to *Worksheet 1, Building Your Transition Team*, and use the questions on page 7 to list the members of your transition team, including your transition coordinator (see pages 20-21).

2 STEP 2: Gather Information

Gathering information about you — your goals, your strengths and your needs — makes sure your plan creates the future you want. This step helps people 'get to know' you and understand your dreams.

Transition Planning Tools

A variety of tools can help you gather information about your preferences, goals, hopes, skills, community connections, communication style, and your health and medical needs. This information can be shared with your transition team to help them understand you. In turn, team members will share any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information from completed assessments with you and your family to help you prepare your Transition Plan.

You and your family may choose to use the planning tools MAPS (Making Action Plans) and/or Planning Alternative Tomorrows with Hope (PATH) to identify your preferences, experiences, skills, support needs, and goals.

MAPS is a planning process that begins with telling your story – your personal history. It is about listening to your dreams, acknowledging your issues, and developing a profile of your gifts and talents.

PATH is a planning tool that first helps you envision your future and then work backwards to the beginning steps that must be taken in order to make your dream come true. To identify possible MAPS and PATH facilitators in your community, contact the Family Support Institute and/or the British Columbia Association for Community Living at (604) 875-1119.

Both MAPS and PATH can be accessed online at www.inclusion.com. When you get to this website, click on 'inclusion press'. You will find MAPS and PATH in the left hand table of contents for that page.

These tools can help you better understand yourself, define your life goals and make choices and decisions. They will also provide the transition planning team with a stronger sense of what you want to achieve in your life.

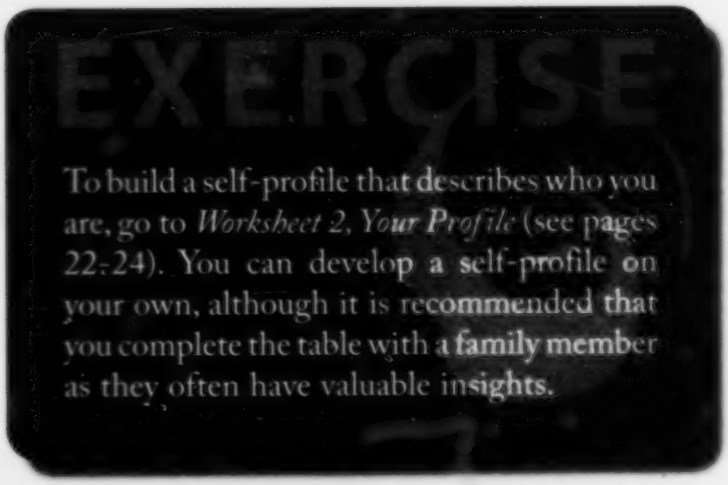
Create Your Profile

Your Profile describes who you are. It includes your interests, abilities, likes, dislikes, achievements and needs.

We encourage you to speak with your parent(s) or guardian(s) when you are creating your profile. You know yourself best, but your parents and other family members may have some insight about your strengths and areas where you could grow further.

You can ask yourself and people who know you questions like:

- What are my strengths and interests?
- What are my likes and dislikes?
- What are my accomplishments?
- How do I communicate with people?
- What services and/or supports do I currently use?
- What services and/or supports do I need?


EXERCISE
To build a self-profile that describes who you are, go to *Worksheet 2, Your Profile* (see pages 22-24). You can develop a self-profile on your own, although it is recommended that you complete the table with a family member as they often have valuable insights.

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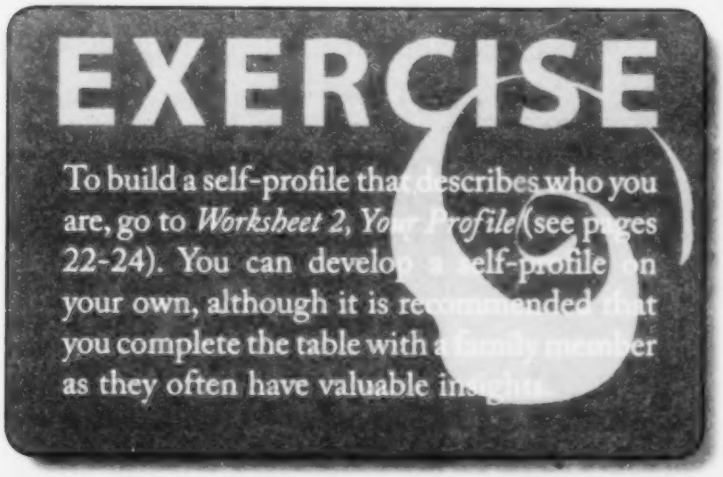
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Create Your Family Profile

A ***family profile*** describes both what a family needs and what they have to contribute during the time their son or daughter makes the transition to adulthood.

It may be helpful for your family to consider what services and supports they will need during this time and what they can do to help you successfully create and complete your Transition Plan.

Your parent(s) or guardian(s) can ask themselves these questions:

- What can I do to help my son or daughter prepare for adult life?
- What support can I offer that will help my son or daughter make this transition?
- What services and supports does our son or daughter currently need and use?
- What services and supports do we need to assist us as a family during our son or daughter's transition to adult life (example: home renovations, respite)?

EXERCISE

To create a family profile go to *Worksheet 3, Your Family Profile*. On this worksheet your family can record their own thoughts about what services and supports they may need to help you transition to adulthood (see page 25).

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Identify Your Goals

Once you and your family have created profiles, you can start to discuss your hopes and dreams for the future with them.

Here are a few questions to guide your discussion:

- What will my health and medical needs be? How will I live a healthy lifestyle?
- What about daily living? Will I need help to care for myself? Will I need help with shopping and/or meal preparation?
- Where will I be living? Will I be living at home, in a supported living arrangement, in a group home, or in my own apartment?
- What about money? What will be my source of income? Will I require assistance with banking? If so, who will help me?
- What will my social life look like?
- What will my transportation needs look like? Do I need to use adapted transit?
- What will I do after school is finished? Will I get a job? Will I go to a day program?
- Will I go on to further my education? Will I go to a university or college? Will I take a training course?
- What will I do for recreation? Will I join a sports team? Will I take an art class?
- What will I do during my spare time? Will I volunteer? What about spiritual and cultural activities?
- What will my legal needs be? Who will help me stand up for my rights?

How do I set goals?

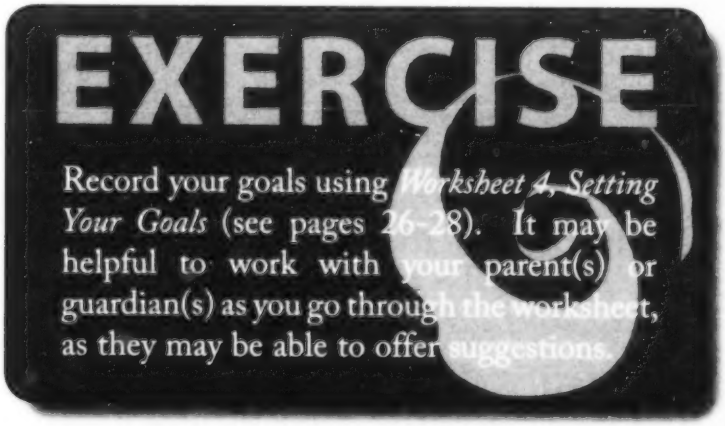
A goal is something specific that you want to accomplish within a certain period of time. Talking about your goals with your family may help you better understand what is important to you in your transition to adult life. Your family may also suggest goals they think you could reach and that you may want to consider.

Writing your goals down will help you be clear and specific. It is also useful to think of goals that are short term (take six months to one year to complete) and long term (take one to five years to complete).

EXAMPLE OF SHORT AND LONG-TERM GOALS

Short Term: Joe will have a volunteer position beginning in April.

Long Term: Joe will have a part-time job that pays by the end of the year.


EXERCISE
Record your goals using *Worksheet 4, Setting Your Goals* (see pages 26-28). It may be helpful to work with your parent(s) or guardian(s) as you go through the worksheet, as they may be able to offer suggestions.

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3 STEP 3: Develop Your Transition Plan

Developing your Transition Plan involves talking with your team and doing some creative thinking before writing your plan down. Your written Transition Plan will outline the tasks that must be completed to reach your goals. It will also state who is responsible for completing each task and when it should be done.

Your plan can also list the services and supports you use now and those you will need to make your transition to adulthood successful.

Two sample Transition Plans and a Transition Plan template, included later in this guide on pages 35-46, can give you ideas for your plan and show you different possible layouts. You, your family and your transition team may choose to modify one of the plans to fit your unique circumstances.

First, identify what services and supports are available in the following areas:

- health (medical needs and healthy lifestyle choices)
- daily living (self-care, shopping, meal preparation)
- housing/living arrangements
- finances and money management
- friendship and socialization
- transportation
- post-secondary education/training
- employment
- recreation
- community involvement (volunteer, spiritual and cultural organizations)
- legal and advocacy needs

To find out more about possible services and supports, go to the Resource Guide on pages 47-69.

Your team should consider how the available services in each of these areas can support your goals. When thinking about these services and supports, have your team consider the following five questions (Wehman, 2001):

1. What are your goals?
2. What skills or behaviours do you need to learn to reach your goals?
3. What local programs, services and supports are available to support your goals?
4. What responsibilities must you, the school, adult services, cultural and community agencies, and your family assume in order for you to reach your goals?
5. What are the gaps or barriers within current programs and services that must be addressed?

Second, identify the steps that must be taken to achieve your goals. For your Transition Plan to succeed, the team must identify the specific tasks to be done. The team should also assign these tasks to people on your team to make sure they are completed by the agreed upon time.

Third, go over your plan and check that it is consistent with your vision. Look back at your results from the MAPS or PATH tools and compare them to your list of tasks in order to make sure the steps your team has listed support your dreams.

Answering the following questions can also help you and your team check that your plan is heading in the right direction (Evan & Reid, 1999):

- Will the stated goals move you towards your dreams?
- Will reaching these goals assist you in leading a healthy and successful adult life?

If the answer to these questions is no, or if there is uncertainty, your team should discuss and possibly re-consider the identified tasks and look at your goals again.

4 STEP 4: Put Your Transition Plan Into Action

To put your Transition Plan into action you and your team need to decide who will do each task, how they will do them and when they should be done by. Each team member will be assigned certain tasks and will be responsible for carrying them out on time.

One person on your team should be in charge of making sure everyone follows through on their assigned tasks. This could be done by you, the transition coordinator, or by your parent or guardian. If you are using an IEP to plan for your transition to adult life, then a school employee (example: a teacher or principal) often monitors putting your plan into action and makes sure everybody carries out their assigned tasks.

With everyone on your team working together, your Transition Plan will roll into action, moving you closer and closer to your life as an adult.

EXERCISE

To help you and your transition coordinator track the team's progress complete *Worksheet 5, Your Progress* (see pages 29-30).

NOTE:
Your transition planning team may develop their own format to record your plan and to list and monitor tasks, in order to keep your Transition Plan on track.

If the answer to these questions is no, or if there is uncertainty, your team should discuss and possibly re-consider the identified tasks and look at your goals again.

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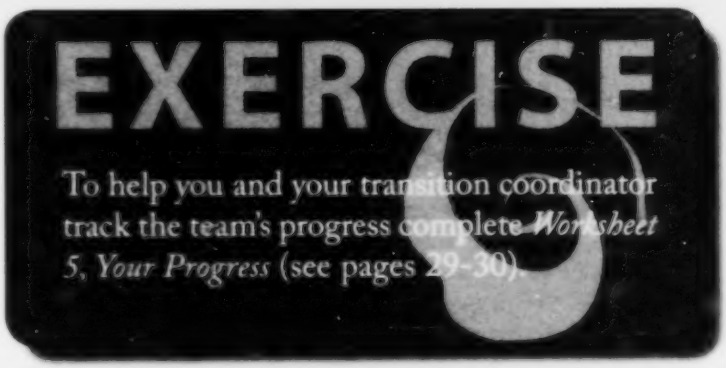
EXERCISE
To help you and your transition coordinator track the team's progress complete *Worksheet 5, Your Progress* (see pages 29-30).

5 STEP 5: Update Your Transition Plan

As you and your team work on your plan, it is important to keep track of how everyone is doing and to adjust the plan if anything changes. Your transition coordinator is responsible for scheduling follow-up meetings and updating your plan as needed. To check the progress of your plan, you, or other team members can directly check with the person responsible for a specific task, or you can ask the transition coordinator to set up a meeting to review and update your plan.

6 STEP 6: Hold an Exit Meeting

The transition coordinator will arrange an exit meeting, which is your team's final planning session. This should happen around the time you are nearing the end of high school. At this meeting the Transition Plan is finalized and the tasks that have been completed are checked off. If any of your goals have not been met, then your team will talk about them and about what to do next.

By this time you will be well on your way to making the adult life you have dreamed of a reality.

MOVING TOWARDS SUCCCESS

As you prepare to leave high school, there are a number of actions you can take to make the transition to adult life as smooth as possible. *Worksheet 6, Your Checklist*, lists these tasks (see pages 31-34).

Your Checklist can help you keep on track with your plan as you get older and make the transition to adult life. As you move towards your life as an adult, certain tasks can be done at different times. Some can be done when you are as young as 14 years of age, others can wait until you are older. ***Your Checklist*** (Worksheet 6) lists some of these tasks and suggests at what age you might want to do them. Some of the tasks may not apply to you, but many of them will. This list includes tasks that will help you plan for your transition, participate in your planning sessions, access various programs and services and put your plan into action.

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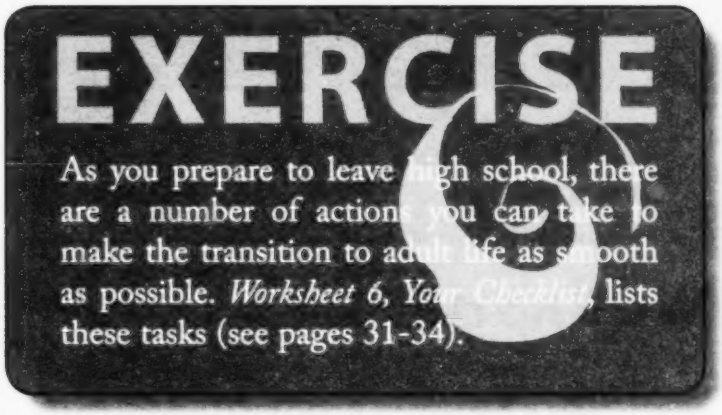
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YOUR TRANSITION PLANNING WORKBOOK

WORKSHEET 1

Building Your Transition Team

Building your transition planning team is the first step in achieving your future dreams. People who can support you in setting your goals and planning for your future may include your parent(s) or guardian(s), other members of your family, teachers, school support staff, social workers and your friends.

On the next page, fill in the names of the people you have chosen beside their role or title. Remember, your planning team should consist of a minimum of two members and it is suggested that there be no more than eight members. Anymore than eight members can make the group more difficult to manage than a smaller group of key people.

Choose one member of your team to be your transition coordinator. This role can be filled by either you, your parent or guardian, or another family member. If you are using the IEP to develop your Transition Plan, a school employee often takes on the role of transition coordinator.

WORKBOOK

YOUR TRANSITION TEAM

TEAM MEMBERS	NAME / PHONE NUMBER	COMMENTS
YOUR NAME		
	Tel:	
TRANSITION COORDINATOR		
	Tel:	
FAMILY MEMBER		
	Tel:	
SOCIAL WORKER		
	Tel:	
SCHOOL PERSONNEL		
	Tel:	
SERVICE PROVIDER		
	Tel:	
COMMUNITY MEMBER		
	Tel:	
FRIEND		
	Tel:	

WORKSHEET 2

Your Profile

Your Profile describes who you are, including your interests, abilities, likes, dislikes, achievements and needs. You can use this worksheet to make notes about yourself. Table 1 asks you to describe your personal characteristics and Table 2 asks you to list the services and supports you need now and in the future.

TABLE 1 – CHARACTERISTICS AND QUALITIES

List as many points as you can think of in the boxes on the right. You can develop your profile on your own, but it is helpful to also ask a family member these questions to find out how they see you.

QUESTIONS	MY CHARACTERISTICS AND QUALITIES
What are my strengths?	
What are my interests?	
What are my likes?	

Continued on next page

TABLE 1 – Continued

QUESTIONS	MY CHARACTERISTICS AND QUALITIES
What are my dislikes?	
How do I communicate with people? (Example: quiet, talkative, use a communication device?)	
What are my accomplishments?	
Do I have any special considerations? (Include anything not covered by the above topics.)	
What are some words that describe myself? (Example: outgoing, postitive, picky, good reader, shy, funny, patient, etc.)	

TABLE 2 – SERVICES AND SUPPORTS

On this table, list the supports you use now and those that you will need in the future.

QUESTIONS	SERVICES AND SUPPORTS
What services and/or supports do I currently use?	
What additional services and supports do I need now?	
What services and supports do I anticipate needing when I leave high school?	

Continued on next page

WORKSHEET 3

Your Family Profile

Parent(s) or guardian(s) may choose to use this worksheet to identify the services and supports they will need as their son or daughter transitions to adulthood.

SERVICES, SUPPORTS AND ACTIVITIES

QUESTIONS	SERVICES AND SUPPORTS
What services and/or supports does my son or daughter currently use?	
What additional services and supports does our family need now?	
What services and supports does our family anticipate needing when our son or daughter leaves high school?	
What activities can I provide that will help my son/daughter prepare for adult life?	
Special Considerations (Include anything not covered by the above topics.)	

WORKSHEET 4

Setting Your Goals

To help you set your goals, 11 ***goal categories*** are listed in the following table. Beside the categories that are important to you, write down your short-term goals (six months to one year) and your long-term goals (one to five years). It may be helpful to work with your parent(s) or guardian(s) in setting your goals as they may have suggestions and insights.

GOAL CATEGORY	MY SHORT-TERM GOALS	MY LONG-TERM GOALS
HEALTH (Example: I will take my medication at the right time, without anyone reminding me to do so.)		
DAILY LIVING (Example: I will be able to plan and prepare all of my meals.)		
HOUSING / LIVING ARRANGEMENTS (Example: I will live in my own apartment.)		

Continued on next page

GOAL CATEGORY	MY SHORT-TERM GOALS	MY LONG-TERM GOALS
FINANCES / MONEY (Example: I will deposit my allowance and any other money I earn into a bank account using an ATM bank machine.)		
FRIENDSHIPS / SOCIAL LIFE (Example: I will get together with my friends to socialize once a week.)		
TRANSPORTATION (Example: I will take a public bus to school.)		
POST-SECONDARY EDUCATION / TRAINING (Example: I will go to college to become a _____.)		

Continued on next page

GOAL CATEGORY	MY SHORT-TERM GOALS	MY LONG-TERM GOALS
EMPLOYMENT (Example: I will have a job working as a _____.)		
RECREATION (Example: I will participate in an art class.)		
COMMUNITY INVOLVEMENT (Example: I will volunteer at the SPCA.)		
LEGAL / ADVOCACY (Example: I will learn how to advocate for myself.)		

WORKSHEET 5

Your Progress

You can use this worksheet to track the progress of your Transition Plan by identifying specific tasks that need to be done in order to reach each of your goals.

First, write down your goals in the space provided at the tops of the following three tables. Then list the tasks required to reach each goal in the Tasks column. Your team can assign these tasks to specific team members and set the date when each task should be finished. Write down the responsible team member for each task and the date it is to be completed by. Then mark whether each task is *not started*, *in progress* or *complete* in the status column.

Goal #1: _____

TASKS	RESPONSIBLE TEAM MEMBER	DATE TO BE COMPLETED	STATUS (NOT STARTED, IN PROGRESS OR COMPLETE)

Continued on next page

Goal #2: _____

TASKS	RESPONSIBLE TEAM MEMBER	DATE TO BE COMPLETED	STATUS (NOT STARTED, IN PROGRESS OR COMPLETE)

Goal #3: _____

TASKS	RESPONSIBLE TEAM MEMBER	DATE TO BE COMPLETED	STATUS (NOT STARTED, IN PROGRESS OR COMPLETE)

WORKSHEET 6

Your Checklist

This checklist includes some tasks that may not be included in your individual Transition Plan but may help make your transition to adulthood easier. Look these tasks over and decide which ones apply to you. Then work with your family and your transition coordinator to track your progress by checking each task off when it is done.

TASK CHECKLIST	CHECK WHEN DONE
PLAN & PREPARE: AGE 14 - 15	
Develop a vision for your life after high school.	
Network with others who have recently experienced transition planning.	
Learn and gather information about team building and connecting with resources in your community.	
Apply for a Social Insurance Number.	
Obtain a birth certificate and/or proof of citizenship.	
Participate in the school-directed *Grade 10 Planning* course to learn about planning for education and career transitions, financial planning, and decision-making skills related to your health and other areas of your life.	

Continued on next page

TASK CHECKLIST	CHECK WHEN DONE
PARTICIPATE IN YOUR PLANNING SESSION: AGE 16	
Begin planning for your transition by using the enclosed *Transition Planning Workbook* and participate in the development of your Individualized Education Plans (IEP).	
Consider hosting a planning session with your family that is separate from the IEP process (if needed), and invite some of the key players you may have listed on *Worksheet 1, Build Your Planning Team* (page 20-21).	
ACCESS PROGRAMS & SERVICES: AGE 17	
Clarify your college options, training opportunities and other post-secondary education entry requirements to see if you qualify.	
Identify community services and programs in your area.	
If you have not received a cognitive assessment request a referral from the school-based team to have a psycho-educational assessment. You may also purchase a private assessment. For a list of psychologists, contact the Learning Disabilities Association of BC at (604) 873-8139 or visit their website at www.ldav.ca/.	
If appropriate, apply for Persons with a Disability (PWD) benefits through the Ministry of Human Resources (MHR). For information on income assistance for persons with disabilities, see page 56 of the Resource Guide in the back of this booklet.	
Make arrangements to visit agencies in your community that can offer day program opportunities, supported employment or volunteer opportunities that are of interest to you.	

Continued on next page

TASK CHECKLIST	CHECK WHEN DONE
If you are currently receiving Community Living Services from the Ministry of Children and Family Development, ask the CLS social worker to make a referral to the Adult Community Living Services[1] office nearest you.	
Open a bank account, if you haven't already done so.	
Apply for the British Columbia Identification Card (B.C. I.D. card).	
PUT YOUR PLAN IN PLACE: AGE 18	
With your family, decide whether or not you will attend an additional year of school.	
If you are eligible for the Ministry of Children and Family Development Adult Community Living Services: • Meet with an Adult Community Living Services social worker. • Request assistance to develop your Transition Plan, if needed.	
Establish strong connections in your community by volunteering, and by exploring recreational, social and cultural opportunities.	
Complete a personal portfolio of work and volunteer experience, such as your ***Graduation Portfolio***.	
Find out if the government can help with your transportation needs by contacting the Ministry of Human Resources. (Call Enquiry B.C. as listed in the Resource Guide on page 48.)	

Continued on next page

[1] At the time of printing this guide, the transfer of authority for delivering Community Living Services to a new organization, Community Living British Columbia (CLBC), was in progress. Consequently, the title and role of the CSL social worker may change. Please see the Ministry of Children and Family Development website (www.gov.bc.ca/mcf) for updates on the transition of services to CLBC.

TASK CHECKLIST	CHECK WHEN DONE
If eligible, apply for Home and Community Care (home support for personal care, meals preparation and respite) three months before your 19th birthday. For more information on Home and Community Care and the Choices in Supports for Independent Living program (which provides funds to purchase home supports), please see the Resource Guide, page 62.	
Ask your family and/or your transition coordinator to help you understand adult guardianship and will and estate planning.	
For youth who will not be actively participating or directing their health care and other life decisions, consider preparing a Representation Agreement for when the youth turns 19 years of age.	
ONGOING PLANNING: 19 AND BEYOND	
Further develop your plan using either MAPS or PATH. You can turn to 'Transition Planning Tools' on page nine to find out more about these tools, or visit www.inclusion.com	
Work with your family to make a long-term financial plan that will help you transition to adulthood.	
Continue to build strong social networks (with family support if needed) that help you pursue your interests (example: hobbies, recreation, spiritual and cultural activities).	
Learn to be a strong advocate for yourself. Contact one of the many advocacy networks listed in the Resource Guide on page 49-51.	

SAMPLE TRANSITION PLANS

The following pages provide two sample Transition Plans and a Transition Plan template. They may be used as a guide to create your plan and can be modified to meet your personal needs.

SAMPLE TRANSITION PLAN 1

Date: December 17, 2004
Name: Alex
Birth Date: June 5, 1987
School: Haliburton High

Profile

Alex is a 17-year-old student with a diagnosis of autism spectrum disorder (ASD) and a mild intellectual disability. He is the oldest of three children and lives with his single mother. Alex takes medication for anxiety.

Alex will have a School Leaving Certificate when he completes his last year of school (age 19). He is in a School to Work program for students between the ages of 16 to 19.

Alex receives Autism Funding through the Ministry of Children and Family Development. He currently uses this funding to support his participation in social recreation programs in the community. This funding is not available after his 19th birthday.

Strengths

Alex's strengths include computer skills and sorting materials. He has a keen eye for detail and is gentle with animals.

Team Members

Alex	student
Judy	mother
Charles	transition coordinator and special education teacher, School to Work program
George	School to Work assistant
Michael	support worker for after school program (family is using Autism Funding for this)
Mary	Community Living Services (CLS) social worker

Alex's Vision

Alex and his family would like a supported employment position for Alex in his neighbourhood. His family sees him living at home in the immediate future and then possibly living with another young adult with special needs in a supported placement.

PART 1: ALEX'S EMPLOYMENT PLAN

Employment Goal

Short term: Alex will participate in a variety of supported work placements over the next two years.

Long term: Alex will work full-time with support.

NOTE: At the time of printing this guide, the transfer of authority for delivering Community Living Services to a new organization, Community Living British Columbia (CLBC), was in progress. Consequently, the title and role of the CLS social worker may change. Please see the Ministry of Children and Family Development website (www.gov.bc.ca/mcf) for updates on the transition of services to CLBC.

Skills and Abilities

Currently, Alex's interests lie in using computer programs, counting money, using vending machines, organizing basic materials (sorting, distributing) and grooming and walking small dogs. He participates in a number of Life Skills Programs at school (basic literacy and numeracy and recreation and leisure programs). This term Alex has also worked at the SPCA and at his local grocery store stocking shelves.

Tasks To Be Completed To Achieve Alex's Employment Goal

1. Alex will continue in the School to Work program for his remaining two years of high school.
   Until June 2007.

2. Alex will explore other work experiences based on his interests and strengths.
   By January 2005.

3. Alex will identify a preferred job site for his entry into supported employment.
   By January 2007.

4. The CLS social worker will assist Alex and his mother where needed to identify adult services and programs available through the Ministry of Human Resources, including financial assistance, transportation, employment planning and support.
   By December 2006.

Person(s) Responsible For Implementation

Transition coordinator and special education teacher from the School to Work program.

PART 2: ALEX'S INDEPENDENT LIVING PLAN

Independent Living Goal

Short Term: Alex will continue to live at home with his mother until the transition to supported employment is complete and successful.

Long Term: Alex will live with a roommate in a community-housing co-op with supports.

Skills and Abilities

Alex requires assistance with some daily living activities and he needs reminders to take his medications.

Tasks To Be Completed To Achieve Alex's Independent Living Goal

1. Alex and his mother will use some of the Autism Funding to hire a self-care worker/professional (example: occupational therapist) to assist Alex in learning self-care, medication management and household safety skills.
   By February 2006.
2. The CLS social worker, Alex and his mother will meet to explore options and possible adult services and programs.
   By January 2005.
3. The CLS social worker, Alex and his mother will discuss possible adult programs and services available through the local health authority, including In-home and Community-based Services.
   By March 2007, three months before Alex's 19th birthday.

4. Alex and his mother will apply for an apartment in a co-op housing unit.
By December 2007.

Person(s) Responsible For Implementation

Transition coordinator and the CLS social worker.

Note: Alex's Transition Plan could also include goals for employment training, financial needs, transportation, social relationships, etc.

SAMPLE TRANSITION PLAN 2

Date: January 2005
Name: Sandeep
Grade: 11
Age: 16

Profile

Sandeep is a 16-year-old high school student with a diagnosis of cerebral palsy. A cognitive assessment in grade nine, part of the Ministry of Education's requirements for adjudication, revealed Sandeep has average intellectual ability and a learning disability. She requires adaptations for all subjects and uses a voice output device and a laptop computer with Co:Writer. She also uses a power chair for mobility.

Strengths

Sandeep's strengths include being a fast learner and a strong communicator.

Team Members

Sandeep	student
Ranjit	mother
Paul	transition coordinator – special education teacher

Sandeep's Vision

Sandeep is interested in journalism and writing for periodicals and her favourite magazines. She wants to take a journalism program at a university, but she is concerned that her marks are not good enough for admission. Consequently, she will apply for entry to the community college and take first year English and writing courses before transitioning to university.

Current School Program

Sandeep is working towards a Dogwood Diploma (British Columbia Certificate of Graduation), however she is taking a reduced course load due to fatigue. She will remain in school for a year following her 18th birthday to complete her course credits.

SANDEEP'S POST-SECONDARY PLAN

Post-Secondary Goals

Short term: Sandeep will successfully complete high school.

Long term: Sandeep will attend a Community College and successfully complete first year English and writing courses.

Tasks To Achieving Sandeep's Post-Secondary Goals

1. Sandeep will obtain journalism and writing experience through volunteering for the school newspaper during her last two years of high school.
2. The Transition Coordinator (Paul) will contact Special Education Technology BC regarding the transition to adult services for computer and communication equipment support.
   By September 2007.
3. Sandeep and her parents will contact the Ministry of Human Resources regarding programs and services for persons with disabilities (example: transportation, employment planning).
   By September 2007.
4. Sandeep will apply for admission to college.
   By March 2008.

Note: Sandeep may apply for university entrance after she has completed courses at a community college. Her plan could also include goals around housing and independent living.

TRANSITION PLAN TEMPLATE

Date: _____
Name: _____
Birth Date: _____
School: _____

Profile

_____
_____
_____
_____
_____
_____
_____
_____
_____

Strengths

_____
_____
_____
_____
_____
_____
_____

Team Members

_____
_____
_____
_____

Student's Vision

_____
_____
_____
_____

Goal

Short Term:

_____
_____

Long Term:

_____
_____

Skills and Abilities

_____
_____
_____
_____
_____

Tasks to be Completed to Achieve Student's Goal (who, what and when).

1. _____
2. _____
3. _____

RESOURCE GUIDE

ENQUIRY B.C.

Many government services listed in the Resource Guide will direct you to call Enquiry B.C., a telephone information service provided by the Government of B.C.

Enquiry B.C. will provide:

- Basic provincial government information.
- Assistance in identifying the ministry, program or person with whom you need to speak.
- Government program or government employee phone/fax numbers and addresses.
- Assistance in identifying the level of government responsible for programs or services.
- Toll-free transfer for callers who wish to receive information from or conduct business with the provincial government.

ENQUIRY B.C. LOCATION	ACCESS
In Victoria	(250) 387-6121
B.C. Lower Mainland	(304) 660-2421
Elsewhere in B.C.	1 (800) 663-7867
Outside B.C.	(604) 660-2421
TTY	1 (800) 661-8773
Email	enquirybc@gems3.gov.bc.ca

Advocacy

Adult Learning Disability Association

ALDA assists adults from all across Canada and other countries with referrals to learning disability services in their own region and provides some programs and direct services.

Tel (Vancouver): (604) 683-5554
Website: www.alda-bc.org/
Email: enquiry@alda-bc.org

BC Association for Community Living

Provides advocacy, referral services, workshops, and parent support.

Tel: (604) 875-1119
Email: info@bcacl.org
Website: www.bcacl.org

BC Coalition of People with Disabilities

Provides advocacy, public awareness, research, and referral services. The coalition's 'Help Sheets' provide information on applying for Persons with Disability benefits and other benefits.

Tel: (604) 875-0188
TTY: (604) 875-8835
Email: feedback@bccpd.bc.ca
Website: www.bccpd.bc.ca

Child and Youth Office of British Columbia

Supports children, youth, families, communities and government to improve service.

Tel (Victoria): (250) 356-0831
Tel (Toll Free): 1 (800) 476 3933
Email: cyo@gems5.gov.bc.ca
Website: www.bcacl.org

Family Support Institute

Provides information, referrals, training, and provincewide parent networking.

Tel: (604) 875-1119
Email: fsi@bcacl.org
Website: http://www.gov.bc.ca/cyo/

Office of the Ombudsman

Receives inquiries and complaints about the practices and services provided by public bodies, and may investigate to determine if the public body is being fair to the people it serves.

Tel (Victoria): (250) 387-5855
Tel (rest of BC): 1 (800) 567-3247
Website: www.ombudsman.bc.ca

Philia - A Dialogue on Citizenship

The Philia Project provides a voice for the full inclusion of Canada's citizens.

Website: www.philia.ca/default_english.htm

Planned Lifetime Advocacy Network (PLAN)

Provides advocacy, and information on planning with respect to housing, support networks, wills, trusts, financial and estate planning.

Tel: (604) 439-9566
Email: inquiries@plan.ca
Website: www.plan.ca

Public Guardian and Trustee of British Columbia (Public Trustee)

Protects the legal rights and financial interests of children and vulnerable adults.

Tel: (604) 660-4444
Tel (toll free): 1 (800) 663-7867
Email: mail@trustee.bc.ca
Website: www.trustee.bc.ca

The Advocate for Service Quality

Assists with the resolution of concerns and complaints about the services delivered to adults with developmental disabilities. Also provides information, consultation and advice regarding services for adults with developmental disabilities.

Tel: (604) 775-1238
Tel (toll free): 1 (800) 663-7867
Website: www.mcf.gov.bc.ca/getting_help/advocate_service_quality.htm

LEGISLATIVE LIBRARY
VICTORIA, B.C.

Education

Adult Special Education (ASE)

Services to assist students in their transition from secondary to post-secondary education, support services to assist them in their study and special equipment and resources. The Resource Directory of Programs and Services for Students with Disabilities in Public Post-Secondary Institutions provides concise information for potential students and their counselors, families, and referral agencies on programs and services for students with disabilities at public post-secondary institutions.

Tel: (250) 387-6174
Fax: (250) 356-885
Email: PIDP@gems9.gov.bc.ca
Website: www.aved.gov.bc.ca/adultspecialed/welcome.htm

Canada Study Grant for Students with Permanent Disabilities (CSG-PD)

Access to specialized services and or adaptive equipment to assist disability related education barriers is available through the CSG-PD. Students are required to provide an updated, valid diagnostic assessment of their learning disability in order to access the CSG-PD. The Federal government will reimburse qualifying students 75 per cent of the cost of a diagnostic assessment of learning disabilities. Assessments may be dated no earlier than six months prior to the August of the loan year in order to avoid any delays in processing of loans or grants.

For further information on the CSG-PD and learning disability assessments contact the Ministry of Advanced Education (see contact information on the next page) or visit www.aved.gov.bc.ca/studentservices/student/sp/dis/csg_pd.htm.

Part-time Students

There is a Canada Study Grant and a Part-time Canada Student loan for students studying part-time (20 to 59% of a full-time post-secondary course load). There is also a Canada Study Grant for students with dependents. For further information and an application form, contact the Ministry of Advanced Education (see contact information listed below under *Youth Education Assistance Fund*).

Youth Education Assistance Fund (YEAF)

May provide grant funding to students who were formerly in the care of the government. For further information contact the Ministry of Advanced Education (see contact information below) or visit www.aved.gov.bc.ca/studentservices/student/yeaf/welcome.htm

For information on grants, loans and post-secondary services, contact the Ministry of Advanced Education at:

Tel (Victoria): (250) 387-6100
Tel (BC Lower Mainland): (604) 660-2610
Tel (toll free): 1 (800) 561-1818
TTY: (250) 952-6832
Website: www.aved.gov.bc.ca/studentservices/student/

Assistive Technology – B.C.

Through the programs funded by the Ministry of Advanced Education and the Ministry of Human Resources, adults with disabilities may be eligible for special technology support services including technology assessment, consultation, access to assistive technology, training on the use of the technology, repair and trouble shooting.

Tel: (604) 264-8295
TTY: (604) 263-2267
Website: www.aspbc.org/

Learning Disabilities

For information on screening contact the Learning Disabilities Association of Canada:

Tel: (613) 238-5721
Website: www.ldac-taac.ca/

Or contact the Learning Disabilities Association of BC:

Tel: (604) 873-8139
Website: www.ldav.ca/index.html

Employment

Aboriginal Human Resource Development Council of Canada

This council works towards improving Aboriginal People's access to jobs and operates Canada's main aboriginal employment system. The Aboriginal Inclusion Network (www.inclusionnetwork.ca/) connects employers and educators directly to the aboriginal talent pool of over 300 Aboriginal Employment Centres.

For more information on the Council and the Aboriginal Human Resources Development Strategy (AHRDS) visit the AHRDS website at www17.hrdc-drhc.gc.ca/ARO-BRA/ARO.cfm

Employment Program for Persons with Disabilities

The Ministry of Human Resources provides vocational services and supports to persons with disabilities. Contact your nearest Ministry of Human Resources Employment and Assistance Centre listed in the blue pages of the Telus telephone directory, or phone Enquiry B.C. at:

Tel (Victoria): (250) 387-6121
Tel (BC Lower Mainland): (604) 660-2421
Tel (toll free): 1 (800) 663-7867
TTY: 1 (800) 661-8773
Website: www.mhr.gov.bc.ca

Financial Assistance

Income Assistance for Persons with Disabilities Designation

Financial assistance is available for individuals age 18 or over who are eligible for BC Benefits (income assistance), have a physical or mental impairment of at least two years duration and who require help with daily living activities. Services are delivered through local Ministry of Human Resources Employment and Assistance Centres. Contact your nearest Ministry of Human Resources Employment and Assistance Centre listed in the blue pages of the Telus telephone directory, or phone Enquiry BC as listed on page 48. Or call 1 (800) 337-3531 for further information.

Disability Tax Credit and Benefit

The is a non-refundable tax credit that reduces the amount of income tax that may be owed by people with disabilities or the people who support them.

Tel (toll free): 1 (800) 959-8281
Website: www.cra-arc.gc.ca/tax/individuals/segments/disabilities/menu-e.html

Fuel Tax Rebate

Apply through Consumer Taxation Branch.

Tel (BC Lower Mainland): (604) 660-4524
Tel (toll free): 1 (877) 388-4440
Website: www.rev.gov.bc.ca/ctb/

Home Owner Grant

Contact your local municipality/city hall for more information.

Funding and Supports

ACT BC

Autism Community Training British Columbia provides information, training and vital support services to parents across British Columbia who have children with an autism spectrum disorder.

Tel: (604) 205-5467
Tel (toll free): 1 (866) 939-5188
Email: actbc@shaw.ca
Website: www.actbc.ca

Autism Society of British Columbia

Promotes inclusion and acceptance of people with autism spectrum disorder by their community, and provides support to people with autism spectrum disorder and their families.

Tel (BC Lower Mainland): (604) 434-0880
Tel (toll free): 1 (888) 437-0880
Website: www.autismbc.ca/

BC Paraplegic Association

Facilitates improved quality of life for persons with spinal cord injuries and other physical disabilities. Works to ensure access to medical equipment and supplies, treatments, physical training, counselling services, job placement, accommodation, education, vocational training, sports and recreation.

Tel (BC Lower Mainland): (604) 324-3611
Tel (toll free): 1 (877) 324-3611
Website: www.canparaplegic.org/bc

Canadian National Institute for the Blind (BC-Yukon Division)

Provides service and support for people who are blind or visually impaired. Services include counselling and referral, rehabilitation, orientation and mobility training, sight enhancement and technical aids.

Tel: (604) 431-2020
Website: www.cnib.ca/divisions/bc-yukon/

Cerebral Palsy Association of BC

Supports individuals and families affected by cerebral palsy and provides information on such things as special education, Botox, hyperbaric chamber therapy, advocacy, representation agreements, equipment funding, and bursaries. The Bridges to the Future program supports youth with physical disabilities in making the transition into adulthood.

Tel (BC Lower Mainland): (604) 515-9455
Tel (toll free): 1 (800) 663-0004
Website: www.bccerebralpalsy.com

Community Living Restructuring Fund

This fund provides adults with developmental disabilities and their families, families of children with special needs who are eligible for Community Living Services in BC, and service providers with one-time grants during the transition to the new authority Community Living British Columbia. The grants will cover one-time costs to: renovate homes, move to an alternate accommodation in the community, purchase special equipment, and training or assistance with moving towards an individualized funding model.

Tel (BC Lower Mainland): (604) 433-7654
Tel (toll free): 1 (877) 433-7654
Website: www.clrestructuringfund.ca
Email: committee@clrestructuringfund.ca

Deaf Access Office

Assists persons who are deaf and hard of hearing to access government services. It also acts as a referral centre to appropriate resources and services for deaf people and families with deaf members, and co-ordinates education initiatives for government offices and service providers in order to better accommodate the unique needs of deaf clients.

For further information contact the Community Relations Co-ordinator:

Tel (BC Lower Mainland): (604) 775-1364
Tel (toll free): 1 (800) 667-4770
TTY: (604) 660-0508
Email: psdhh@gems1.gov.bc.ca

Federation of British Columbia Youth in Care Network

Local groups run by and for youth in and from government care provide support, friendship, self-help, information and representation of youth in and from government care.

Tel (Vancouver): (604) 527-7762
Tel (toll free): 1 (800) 565-8055
Email: info@fbcyicn.ca
Website: www.fbcyicn.ca/

Muscular Dystrophy Association of Canada

Supports individuals living with over 40 different neuromuscular disorders and provides advocacy and funding for research.

Tel (toll free): 1 (866) 687-2538 (1-866-MUSCLE-8)
Website: www.mdac.ca

NORD – National Organization for Rare Disorders

The National Organization for Rare Disorders (NORD) is a unique federation of voluntary health organizations dedicated to helping people with rare "orphan" diseases and assisting the organizations that serve them. NORD is committed to the identification, treatment, and cure of rare disorders through programs of education, advocacy, research, and service.

Tel: (203) 744-0100
Tel (toll free): 1 (800) 999-6673 (voicemail only)
Website: www.rarediseases.org/

Spina Bifida and Hydrocephalus Association of BC

Supports people with spina bifida and or hydrocephalus and offers assistance with equipment, transportation, family support, resource material, information kits and education assistance awards.

Tel: (604) 878-7000
Website: www.sbhabc.org

Tetra Society of North America

Recruits skilled volunteer engineers and technicians to create assistive devices for people with disabilities. These volunteers work with the person to create assistive devices or modifications to their environment so that a child, youth or adult with a disability can gain greater independence.

Tel: (604) 688-6864
Tel (toll free): 1 (877) 688-8762
Email: info@tetrasociety.org
Website: www.tetrasociety.org/our_chapters.htm#bc

Vela Microboard Association

Develops micro boards for people with disabilities. Committed family and friends join together with a person with challenges to create a non-profit society (board) to address the person's planning and support needs.

Tel: (604) 575-2588
Website: www.microboard.org

Health

BC Aboriginal Network on Disability Society

BCANDS provides a variety of support services and resources to help B.C.'s Aboriginal People with disabilities. They operate a Health Resource Centre whose mandate is to enhance the delivery of health promotion and disability information resources to aboriginal communities throughout British Columbia. The Resource Centre provides information, including kits, charts, books, manuals, reports, videos and audio cassettes, through a lending program and a complimentary health promotion and prevention program.

Tel (Victoria): (250) 381-7303
Tel (toll-free): 1 (888) 815-5511
Website: www.bcands.bc.ca/index.html

B.C. First Nation Health Handbook

This is a companion document to the B.C. Health Guide and provides information on unique health services for First Nations, as well as advice for health professionals serving aboriginal individuals and communities.

Tel (toll-free): 1 (800) 465-4911
Email: HLTH.Health@gems1.gov.bc.ca
Website: www.bchealthguide.org/kbaltindex.asp
PDF: www.bchealthguide.org/first_nations_healthguide.pdf

BC Medical Services Plan

The provincial medical insurance program pays for medically required services. MSP Premium Assistance is available for low-income families on a pro-rated basis. Short-term temporary premium assistance is also available based on unexpected current financial hardship.

Tel (Victoria): (250) 386-7171
Tel (BC Lower Mainland): (604) 683-7151
Tel (toll free): 1 (800) 663-7100
Website: www.health.gov.bc.ca/msp

Choice in Supports for Independent Living (CSIL)

Provides Home and Community Care eligible clients with funds to purchase home support services. The client assumes full responsibility for the management, co-ordination and financial accountability of their services; including recruiting, hiring, training, scheduling and supervising home support workers. Contact your local Health Authority for further information.

Website: www.healthservices.gov.bc.ca/hcc/csil.html

Home and Community Care

In-home services include home care nursing, rehabilitation, home support, and palliative care. Community-based services include adult day programs, meal programs, assisted living, residential care services and hospice care. Individuals must be 19 years of age or older, enrolled with B.C. Medical Services Plan, and be unable to function independently because of chronic health-related problems of at least three months duration or have been diagnosed by a doctor with an end-stage illness.

Health Services for Community Living (HSCL)

This program provides specialized nursing and rehabilitation services for adults (age 19 or older) with developmental disabilities who are eligible for assistance through Community Living Services, Ministry of Children and Family Development. In addition to nursing, occupational therapy and physiotherapy services, individuals may qualify for nutrition, dysphasia (swallowing difficulties), dental hygiene, or specialized seating and mobility services. Contact the local Health Authority or local Community Living Services office for further information.

Mental Health Support Team

Five regional teams provide specialized services to individuals 14 years and older who have a developmental disability and a mental illness, or serious behavioural challenges. Contact Community Living Services, Ministry of Children and Family Development listed in the blue pages of the Telus telephone directory.

Non-Insured Health Benefits

This Health Canada program provides, to registered Indians and recognized Inuit and Innu peoples, a range of medically necessary goods and services, which supplement benefits provided through other private or provincial/territorial programs.

Website: www.hc-sc.gc.ca/fnihb/nihb/

PharmaCare

PharmaCare subsidizes eligible prescription drugs and designated medical supplies and provides financial assistance to British Columbians under Fair PharmaCare and other speciality plans.

Tel (Victoria): (250) 952-2866
Tel (BC Lower Mainland): (604) 682-6849
Tel (toll free): 1 (800) 554-0250
Website: www.healthservices.gov.bc.ca/pharme/

Housing

BC Housing

A provincial crown agency that develops, manages and administers a wide range of subsidized housing options across the province.

Tel (BC Lower Mainland): (604) 433-1711
Tel (toll free): 1 (800) 257-7756
Website: www.bchousing.org

Canada Mortgage and Housing Corporation

The Residential Rehabilitation Assistance Program (RRAP) for persons with disabilities offers financial assistance to homeowners and landlords to modify dwellings intended for occupancy by persons with disabilities and on a low-income.

Tel (BC Lower Mainland): (604) 731-5733
Tel (toll free): 1 (800) 639-3938
TTY: 1 (800) 309-3388
Website: www.cmhc-schl.gc.ca

Community Living Services for Adults

The Ministry of Children and Family Development provides services to adults with developmental disabilities and their families through local Community Living Services (CLS) offices. Services include residential options, semi–independent living, day programs and activities, respite, and other services.

Contact your nearest CLS office listed under Ministry of Children and Family Development in the blue pages of the Telus telephone directory, or phone Enquiry BC as listed on page 48.

Website: www.mcf.gov.bc.ca/community_living/index.htm

NOTE: At the time of printing this guide, the transfer of authority for delivering Community Living Services to a new organization, Community Living British Columbia (CLBC), was in progress. Please see the Ministry of Children and Family Development website for updates on the transition of services to CLBC (www.gov.bc.ca/mcf).

Legal

Community Legal Assistance Society

Provides free legal advice and representation on issues affecting people with disabilities.

Tel (BC Lower Mainland): (604) 685-3425
Tel (toll free): 1 (888) 685-6222

Recreation

BC Games Society

Works with Host Communities for the BC Summer Games, BC Winter Games an assists other societies stages the Northern BC Winter Games, the BC Seniors Games and the BC Disability Games.

Tel: (250) 387-1375
Website: www.bcgames.org

BC Parks Disabled Access Pass

The BC Parks Disabled Access Pass is no longer valid. The Ministry of Water, Land and Air Protection still provides persons with disabilities the opportunity to camp for free in road accessible provincial park campgrounds. Phone Enquiry BC as listed on page 48.

Website: http://wlapwww.gov.bc.ca/bcparks/fees/fees.htm

BC Special Olympics

Provides sports training and competitive opportunities for people with a mental disability.

Tel (toll free): 1 (888) 854-2276
Website: www.bcso.bc.ca/splash.html

Community Pools and Recreation Centres

Many pools have accessible pool equipment and/or workout facilities and equipment. Call your local pool and recreation centre.

Operation Trackshoes

This is an annual sports festival for the citizens of British Columbia who have mental disabilities.

Tel: (250) 721-2233
Website: www.trackshoes.bc.ca/

Rehabilitation

G.F. Strong Rehabilitation Centre

G.F. Strong is British Columbia's largest rehabilitation centre and provides inpatient, outpatient, outreach and clinical support services to clients/patients in four unique programs: Acquired Brain Injury, Spinal Cord Injury, Arthritis and Neuromusculoskeletal.

Tel: (604) 734-1313
Website: www.vch.ca/hs_rehab/health_services_gfs_rehab.htm

The Cheshire Homes Society of British Columbia

Provides rehabilitation services and housing for people with acquired brain injuries.

Tel: (604) 451-0686
Website: www.cheshirehomes.ca

Transportation

BC Ferries

BC Ferries Disability Status ID card ensures that a person with a disability and their required escort receive a reduced rate on the ferry.

Tel: (250) 386-3431
Tel (toll free): 1 (888) 223-3779
Website: www.bcferries.bc.ca

handyDART

Independent organizations are contracted by BC Transit to provide transportation for anyone unable to use regular public transit and in some communities offer a Community Travel Training program - free of charge. A handyCARD (formerly known as a handiPass), for use on the transit system in the Lower Mainland, is ordered through the BC Transit office and is available to people who are eligible or registered with handyDART.

Check your telephone directory white pages under handyDART for the office in your community.

Tel: (604) 540-3400
Website: www.bctransit.com

Parking Permit Programs

To obtain a parking permit/decal that enable persons with disabilities to utilize designated parking spaces. Contact the Social Planning and Research Council of BC (SPARC BC):

Tel: (250) 718-7733
Email: info@sparc.bc.ca
Website: www.sparc.bc.ca/index.html

In Victoria, contact the Handicapped Action Committee :
Tel: (250) 383-1119

Greyhound Bus

Works directly with customers with a disability to provide accessibility and accommodate their disabilities.

Tel (toll free): 1 (800) 752-4841
TTY: 1 (800) 345-3109
Website: www.greyhound.com/

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NOTES

FEEDBACK

The Ministry of Children and Family Development (MCFD) is interested in suggestions and comments regarding ***Your Future Now: Transition Planning and Resource Guide for Youth with Special Needs and Their Families***. Youth and families who use this guide can best identify its strengths and weaknesses and so we would like to hear from you.

To offer suggestions and comments on how we can improve ***Your Future Now***, please use the Your Future Now Feedback postcard provided below. Or you can contact the Ministry directly by calling the Children and Youth with Special Needs Branch at (250) 952-6044 or by faxing your comments to (250) 356-0399.

For more copies of *Your Future Now*, visit MCFD's website at www.gov.bc.ca/mcf. Or contact the Children and Youth with Special Needs Branch (contact information above).

TEAR ALONG THE DOTTED LINE

Was the information in *Your Future Now* easy to understand? ☐ Yes ☐ No

Did you use the Workbook provided? ☐ Yes ☐ No

Write your comments and ideas for improving the *Your Future Now* below.

TEAR ALONG THE DOTTED LINE

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